

Lockport City School District
Kindergarten Informative Writing Task and Rubric: PROJECT RUBRIC

Directions:

Writers will search a variety of informational texts to gather facts about a selected topic. They will determine what the main topic of each text is as well as several details. They will use what they learn to create an informational text that others can learn from, using digital tools.

Successful writers will:

Ask and answer questions about key details in a text, with prompting and support. (RI.K.1)

Identify the main topic and retell key details of a text, with prompting and support. (RI.K.2)

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2)

With guidance and support from adults, respond to questions and suggestions from peers and adults and add details to strengthen writing as needed. (W.K.5)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (W.K.6)

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (W.K.7)

Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed. (W.K.11)

Demonstrate command of the conventions of standard English grammar and usage when writing or spelling (L.K.1)

- a. print upper and lower case letters
- b. use frequently occurring nouns and verbs

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2)

- a. Capitalize the first word in a sentence and the pronoun I
- b. Spell simple words phonetically, drawing on knowledge of sound-letter relationships

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4)

Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5)

KINDERGARTEN INFORMATIONAL WRITING RUBRIC: PERFORMANCE-BASED ASSESSMENT

IDEAS	WRITER'S VOICE	ORGANIZATION
EXPERIENCED _____ I use words to write about one very clear topic. I include at least three facts or key details about my topic.	EXPERIENCED _____ I sound like an expert on my topic because I use so many facts.	EXPERIENCED _____ All of my words and pictures connect to one main topic. I use my words to create an interesting title and a very clear beginning, middle, and end
DEVELOPING _____ I use words and pictures to write about one topic. I include at least two facts and key details about my topic	DEVELOPING _____ I know some important things about my topic, and my words and pictures help me seem like an expert on this topic in some places.	DEVELOPING _____ The words and pictures that I use usually connect to a main message. I have a title for my piece and tell my readers when my piece is ending. I may use the words The End!
BEGINNING _____ I am still learning how to use pictures and words to write about one very clear topic. I am still learning how to use facts in my writing.	BEGINNING _____ I use bold lines and bright colors in my pictures. I am still learning from the experts, but I don't seem like one just yet.	BEGINNING _____ I fill up all of the space in my piece with pictures and some text. I can point to my pictures and tell my readers how they connect to my main message. I can hear the beginning, middle, and end of the texts I read. I'm still learning how to do this as a writer though!

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
EXPERIENCED _____ The words I use help my reader “see” what I am describing. I try out new words that I don’t know how to spell well just yet.	EXPERIENCED _____ I can write two paragraphs or more. I always use complete sentences. My writing is interesting to listen to because I vary the length of my sentences. I may use fragments for effect (Wow! Crunch!)	EXPERIENCED _____ I print many upper and lower case letters I use many nouns and verbs that I know When I print, my words go left to right and top to bottom I capitalize the first word in a sentence and the pronoun I
DEVELOPING _____ Some of the words I use are beginning to help my reader “see” what I am describing. I use words and numbers that I am most sure of.	DEVELOPING _____ I write letter strings that form readable sentences. (I like skI/I like school I ha dog/I have a dog) I write more than one sentence/letter string. My sentences/strings always reveal complete thoughts.	DEVELOPING _____ I print some upper and lower case letters I use some nouns and verbs When I print, most of my words go left to right and top to bottom I often capitalize the first word in a sentence and the pronoun I
BEGINNING _____ I am starting to create letter shapes, and I can tell you how I would like my reader to “see” what I am describing. I can tell you how my scribbles represent words.	BEGINNING _____ I love poetry and music. I can tell you how the sound of it makes me happy as a reader. I am able to dictate complete sentences to someone who is writing for me.	BEGINNING _____ I can point out how other writers use proper conventions, but I haven’t started doing this just yet. I like to play with letter and number shapes. I can tell you about the conventions in my art work. For instance, I know how to draw a line to represent the ground, and the sun goes in the sky.

	EXPERIENCED____	DEVELOPING____	BEGINNING____
Writing Process	--I think of a lot of ideas before choosing one to write about, even if my teacher doesn't make me.	--If my teacher tells me to brainstorm, I will. Otherwise, I might just begin drafting.	--My writing is usually based upon the first idea that comes to mind.
	--I change my writing as I go, based on new ideas I develop or suggestions from other people.	--I make at least one change to my writing when I'm working.	--I'm not sure how to make changes to my writing yet.
	--I make corrections in conventions.	--I ask others to tell me how to improve my work. Sometimes, I make changes.	--My final copy is nearly identical to my rough draft.
	--I look for ways to share my work with others.	--I share my work when my teacher tells me to.	--I don't share my work with other people.

Technology Integration

EXPERIENCED ____

--I can use what I know about technology tools to choose the best tool for my given purpose, without any help from my teacher.

--I use selected technology tools to create something compelling, distinct, and meaningful to a wider audience.

--I use pre-selected technology tools to share my work with an audience beyond my school district, and I use what I learn from their feedback to make my work better.

DEVELOPING ____

--My teacher helps me select and use technology tools that connect with my purposes.

--I use the technology tools chosen by my teacher to create something interesting that I would not have been able to create otherwise

--I use pre-selected technology tools to share my work with an audience.

BEGINNING ____

--I use the single technology tool suggested to me by my teacher.

--I use the technology tools chosen by my teacher to create something very similar to a product that might have been created using pencil and paper.

--I am learning how I can share my work with an audience using technology tools.